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ABSTRACT

A sensible and exciting introduction to history in the various levels of public education is needed. Such an introduction should begin with personal family history, then move on to various aspects of local history, and finally, to national and world history. To be able to teach family and local history, history teachers must know: (1) how to use basic library sources and services; (2) what primary and secondary sources are, where they are, and how to use them; (3) how to involve students in the use of original documents; and (4) how to engage the cooperation and help of custodians of local records. Brigham Young University offers degrees in genealogy, family history, and local history. A listing of the courses needed to acquire each of these degrees is provided. Also included is a listing of colleges and universities from all parts of the United States which offer degrees in family and local histories. The fields of specialization of each institution are noted. (RM)

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TRAINING HISTORY TEACHERS TO TEACH FAMILY AND LOCAL HISTORY

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by

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TRAINING HISTORY TEACHERS TO TEACH FAMILY AND LOCAL HISTORY

V. Ben Bloxham

Born in Utah. Resides in Provo, Utah. Director, Family and Local History Studies, Brigham Young University. Ph.D. (English local history), University of Southampton (England). Author, teacher.

If children fail to enjoy their study of history, is the fault with the approach and the method or with the child? It seems to me that we have often taken hold of the wrong end of the stick when it comes to the subject of history in our schools. Instead of teaching children about the world around them--families and friends, neighborhoods and communities, valleys and mountains, which, by their own experience, they already know something about, we have tended to approach history through the long corridors of time, from prehistoric man to modern nuclear man; in terms of states, nations, the world, from oil fields to battle fields--abstractions that at best can only be academic to them. Reason itself would suggest that we should work from the present and the near-at-hand to the more distant. Difficult-to-understand abstract terms and concepts can be gradually approached by building on the child's own world of experience. History is much more interesting to those who are able to identify with it.

Historians alone are not to blame for this dilemma. Social studies teachers and their so-called integrated studies approach have also contributed to the problem of bad history in the schools. History is too important a subject to be left to sociologists; and historians, if they are to teach meaningful history to school children, they must be trained to do so. The answer, in my opinion, is a program of family and local history instruction.

Family history can be defined as the study of genealogy in the context of local history. This, of course, is personal family history, in contradistinction to quantitative family history. While these two kinds of family history do not have to be mutually exclusive of each other, the maturity and sophistication of the student must be considered when integrating them. While younger students will relate much more readily and willingly to personal family history, they are also able to appreciate simple demographic information and statistics.

Genealogy is the study of family descent and usually takes the form of pedigree charts and family group sheets. The content of these forms is limited to the names, the dates and places of birth, marriage, and death, and the relationships of people. Pedigree charts are of two kinds: descending and ascending types. Descending-type pedigree charts attempt to include all descendants of a particular person or couple, whereas, ascending-type pedigree charts diagram one's ancestry without including brothers and sisters of each ancestor. Family group sheets are only necessary when the ascending-type charts are used. Americans have generally favored the ascending-type while Europeans have usually employed the other. European genealogists, until recent times, have concentrated on the pedigrees of the well-to-do and the socially prominent, while their American counterparts, working with all kinds of pedigrees, have labored to link contemporary family members to alleged prominent ancestors and relatives. Because of this predilection towards the famous and the infamous, many people, especially traditional historians, have been soured against genealogy and genealogists. That genealogy has often been abused and many of its practitioners charlatans cannot be

denied. But what profession has escaped such abuse and not had its opportunists and quacks?

Alex Haley, more than anyone else, has contributed to the metamorphosis that has transformed genealogy into family history. Roots is more a family history than a genealogy! In fact, throughout its 688 pages Roots mentions just enough genealogical data to fill-in only partially two pedigree charts and nine family group sheets. An eleven page pamphlet, think of it! A genealogist would have stopped there. Hardly enough to have attracted the local press, not to mention international attention. As it turned out, the TV dramatization of Roots still holds the record for mass video viewing.

Everyone has roots. There is probably no other aspect of the past that arouses more personal interest and curiosity among people everywhere and of all ages than family history. The incredible thing is not that this is so, but that it was so long in coming.

Local History is the study of the past for a given locality, and the emphasis can be on the people who lived there or on the place itself, depending on the interest and orientation of the historian. Moreover, the study can be for local history's sake or for the light it can shed on national history, again, depending on the interest and orientation of the historian.

Family and Local History in Schools. Although there is some state and local history being taught in American public schools, family history does not appear to be taught anywhere in these schools. Much of what is taught as state and local history does not deal with local history as a study in itself, but rather as it relates to state and national history. While I am not suggesting that local history be taught in a vacuum—it must be put in the context of the larger scene—, I am in favor of it being treated as a worthy subject in its own right. Traditional approaches to state and local history do not treat it in this way. Children (and adults, for that matter) can quite naturally become interested and excited about the history of their own locality. What is needed are teachers who themselves are excited and interested in it. In order to be effective in teaching local history, teachers must, of course, be trained in the sources, methodology and philosophy of this kind of history. According to the 1979-80 Guide to Departments of History published by the American Historical Association, 147 colleges and universities in the United States offer course work in state and local history. However, it is not known how many, if any, of these institutions offer degrees in this field. It would be interesting to know what the nature and content is of the various courses in state and local history as taught by these departments of history.

The same Guide indicates that family history is offered in 67 U.S. colleges and universities. In a survey I took in 1979 of 1200 colleges and universities in the United States, Brigham Young University was the only institution surveyed that offered degrees in family history. This was true also of genealogy and local history. Moreover, Brigham Young University is thought to be the only American university to offer credit courses and a degree (AA) in the subject of genealogy.

Training of American History Teachers. In a study funded by the Ford Foundation, Walter Rundell, Jr. investigated 112 American colleges and universities, libraries, historical societies, and archives to determine the strengths and weaknesses of the training of American historians.[3] The weaknesses included an inadequate knowledge of primary sources, secondary sources, government documents, and reading of old documents; inability to use libraries and archives effectively; limitations in conceptualizing different kinds of history; and untrained in writing history.

At this point it should be noted that I do not believe everyone should be encouraged to take up history as a profession. Everyone knows that the market for professional historians is already over-run. As an avocation, however, it is a different story. There is no good reason why everyone cannot be considered a potential amateur historian. All that is needed is a sensible and exciting introduction to history in the various levels of public education. Such an introduction should begin, I believe, with personal family history, then on to various aspects of local history, and, towards the end, to national and world history. Problems in history, the weighing of evidence, the handling of documents, etc., can be dealt with on all levels and in all aspects of history. Throughout the entire treatment of history in schools, effort should constantly be made to stress the rich varieties of history. Moreover, each student should be encouraged to look for and find that aspect or period of history that appeals to him personally. He should be motivated to choose his own brand of history as a life-time hobby. Amateur historians should be a large part of every graduating senior class. For the few who wish to pursue history as a career, care should be taken to expose them to as many aspects of the field before they specialize as possible. Historians who tend to veiw their own brand of history as the only legitimate kind of history, should not be taken too seriously. The best kind of history for anyone is that kind that interests him most.

It is assumed, of course, that we are dealing here with people who already possess B.A. degrees and are certified to teach. What is needed, then, to prepare persons with these qualifications to teach family and local history? In addition to reinforcing their knowledge and skills in using basic library sources and services, they must be taught concerning (1) the secondary sources that are useful to family and local historians; (2) the primary local sources—what they are, where they are, and how to use them; (3) how to involve students in the use of original documents; and (4) how to engage the cooperation and help of custodians of local records in the use of their records for educational purposes.

Brigham Young University, as indicated already, offers degrees in genealogy, family history and local history. A brief description of these degrees is now given:

Certificate in Genealogy

Amateur Options: 12 hours of credit as follows:

Religion 261 - "Introduction to Genealogy"..... 2

Religion 362 - "Genealogy and the Family"..... 2

History 391R - 395R (Choose two courses)..... 6

FLHS 400R - "Semirar & Special Problems"..... 2

Total Credit Hours.....12

Professional Option: 18 hours of credit as follows:

FLHS 280R - "Basic Genealogical Research"..... 3

History 391R - 395R (Choose three courses)..... 9

History 400R - "Palaeography"... 2

FLHS 400R - "Seminar & Special Problems (two courses)..... 4

Total Credit Hours.....18

This award is available only to students who do not (at the time) intend to earn an academic award, the "certificate" not being considered such. It is possible to earn this certificate in one semester. Students who select the "amateur option"

must maintain a "B" average, and those in the "professional option" a "B+" average, to receive the Certificate.

Associate of Arts Degree in Genealogy

Amateur Option: 64 hours of credit as follows:

Religion 261 - "Introduction to Genealogy" 2

Religion 362 - "Genealogy and the Family"..... 2

History 391R - 395R (Choose two courses)..... 6

FLHS 400R - "Seminar & Special Problems"..... 2

History 300 - 400 (Choose two courses)..... 6

Library Science 111 - "How to Use the Library"..... 1

General Education, Religion, and Electives.....42

Total Credit Hours.....64

Professional Option: 64 hours of credit as follows:

FLHS 280R - "Basic Genealogical Research"..... 3

History 391R - 395R (Choose three courses)..... 9

History 400R - "Palaeography".. 2

FLHS 400R - "Seminar & Special Problems (two courses)..... 4

History 300-400 (Choose two courses)..... 6

Geography (Choose one course).. 2

Latin 317 - "Latin for Archivists and Genealogists"..... 3

Library Science 111 - "How to Use the Library"..... 1

General Education, Religion, and Electives..... 34

Total Credit Hours..... 64

This award is available to all regular students who have not yet earned an academic degree. With just a few additional hours, students minoring in Genealogy can earn this award while earning a B.A. degree. No "D" credit will be accepted for graduation in any of the genealogy or related courses in record sources. This is a two year degree.

Baccalaureate of Arts Degree

Admission: Interested Students are required to request admission to the University as students desiring to major in History. Upon admission, students take the following courses in History as prerequisities to specializing in Family and Local History:

Prerequisites:

History 100 - "The Study of History"..... 3

History 171 - "America in the World"..... 3

History 270 - "Main Issues in American History"..... 3

Total Credit Hours of Prerequisites..... 9

Family and Local History Major Requirements:

FLHS 280R - "Basic Genealogical Research"..... 3

History 391R - 395R (Choose one course)..... 3

History 400R - "Palaeography"... 2

FLHS 400R - "Seminar & Special Problems"..... 2

History 490 - "Historical Research and Writing"..... 3

Four courses from the following:

History 261 - "Historical Sociology of the Family" 3

History 382 - "American Social History"..... 3

History 398 - "American Family History"..... 3

History 401 - "American Local History"..... 3

History 402 - "American Immigration History"..... 3
(History 335 would normally be taken first)

History 404 - "Scandinavian Local History"..... 3
(History 337 would normally be taken first)

Total Credit Hours in Major Field..... 34

Although a minor is not required, 14 credit hours must be chosen from an area approved by Family and Local History Studies. A non-History major who chooses to minor in Family and Local History must take 15 credit hours, including Social Science 100, History 270, FLHS 280R, one course from 391R - 395R, and any two courses from either History 261, 382, 398, or 401 - 404.

Diploma in Genealogy

Admission: Students must already have earned a B.A. or B.S. degree from an accredited college or university.

Required Courses: 24 hours of credit as follows:

FLHS 280R - "Basic Genealogical Research"..... 3

History 391R - 395R (Choose three courses)..... 9

History 400R - "Palaeography".... 2

FLHS 400R - "Seminar & Special Problems" (two courses)..... 4

History 401 - 404 (Choose two courses)..... 6

History 490 - "Historical Research and Writing"..... 3

Total award can be earned in one academic year.

Master of Arts Degree

Admission: Students who do not have an undergraduate degree in history are advised to enter under non-degree status until completing History 270 and 490. A course in historiography, such as History 387, should also have been completed. For further details see current General Catalog. Students who do not have an undergraduate degree in Family and Local History should first complete FLHS 280R, one course from History 391R - 395R, and either History 398 or one course from History 401 -404. Ten hours from History 300 - 400 may count towards the requirements for an M.A. degree in Family and Local History.

Requirements: Twenty-four hours minimum credit hours plus an approved thesis (6 hours minimum, History 699R) are required. Twenty hours must be taken in residency, and no correspondence credit can be accepted for a master's program. A minor is not necessary. Up to 10 hours of transfer credit can be accepted with the approval of the student's graduate committee. One graduate seminar in the thesis field is required.

Courses: (In addition to 6 hours of

thesis, students can choose 9 - 10 hours from I, below, and 14 - 15 hours from II, or all 24 hours can come from II.)

I. Depending on the undergraduate degree and whether the main interest in graduate work lies in Family History or Local History, students can take 9 - 10 hours from one of the following tracks:

A. Family History:

American Studies 301 or 302 - "Studies in the American Experience Before/After 1865"..... 3

Anthropology 431 - "Kinship, Marriage and the Family"..... 3

Clothing & Textiles 330 - "History of Costume"..... 3

Economics 374 - "Economic History of the U.S..... 3

English 391 or 392 - "Introduction to American Folklore"..... 3

History 327 - "Family and Society in Europe"..... 3

History 382 - "American Social History"..... 3

History 390R - "Oral history, Demography or Archival Management"3

History 391R - 395R (Choose one course: Family & Local History)..3

History 397 - "Writing Family and Local History"..... 3

History 398 - "American Family History"..... 3

B. Local History:

Economics 374 - "Economic History of the U.S"..... 3

Geography 451 - "Historical Geography of North America"..... 3

Government 311 - "State and Local Government & Politics"..... 3

History 367 - "History of the South" (or similar course)..... 3

History 390R - "Archival Management, Public History or Historical Preservation"..... 3

II. Graduate course work must include:

A. One course from the following (depending on the geographic/time interest):

History 561 - "Sources and Problems in Early America"..... 3

History 562 - "Sources and Problems in Nineteenth Century America".. 3

History 621 - "Problems in Modern Europe"..... 3

History 635 - "Problems in Tudor and Stuart History"..... 3

B. One course relating to Family and Local History:

(1). Family History

English 667 - "Folklore"..... 3

History 500R - "Oral History, Demography or Archival Management"..... 3

History 65 - "Problems in Mormon History"..... 3

Sociology 522 - "Social Stratification"..... 3

Sociology 561 - "The Family Institution"..... 3

Sociology 590R - "Demography"... 3

Sociology 601 - "Seminar in Survey Research"..... 3

Statistics 501 - "Statistics for Research Workers"..... 3

(2)Local History

History 500R - "Archival Management, Public History, or Historical Preservation"..... 3

History 666 - "Problems in Utah History"..... 3

History 696R - "Internship in Public History and Historical Preservation"..... 3

Sociology 501 - "Statistics for Research Workers"..... 3

Sociology 522 - "Social Stratification"..... 3

C. History 590R - "Problems in Family and Local History"..... 3

D. History 690R - "Graduate Seminar" 3

E. History 698R - "Special Readings" 3

Doctor of Philosophy Degree

Although Family and Local History Studies has been granted authorization to develop a Ph.D. degree program, much work remains to be done before it can be submitted for approval. Meanwhile, students who already have an acceptable M.A. degree in History, may if accepted for Ph.D. work, as part of their requirements, research and write a dissertation on a family and/or local history topic.

Although BYU is believed to be the only American university to offer degrees in genealogy, family history and local history, there are, of course, other universities as well as colleges in the U.S. that offer course work in aspects of family and local history. To give some idea of the present extent of such offerings, the following list, gleaned from the above mentioned Guide to Departments of History, is now given.

FIELDS OF SPECIALIZATION

	Immigration and Ethnic	State & Local	Family History	Historical Demography	Archival Management	Oral History	Quantitative Methods
Akron		X					
Alabama, Birmingham		X			X	X	
Alabama, University		X				X	
American	X		X		X		X
Amherst			X				X
Arizona	X	X					X
Arizona State		X		X			
Arkansas		X					
Arkansas, Little Rock		X				X	
Arkansas State		X					
Armstrong State		X					
Auburn		X					
Augsburg	X	X					
Boise State	X	X			X		
Boston College	X						
Bowling Green		X			X	X	
Brigham Young		X	X		X	X	
Brown	X	X	X	X			X
Bryn Mawr	X		X		X		
California, Berkeley	X	X	X	X			X
California. Davis	X						
California, Irvine		X	X				X
California, Los Angeles	X	X	X	X			X
California, Riverside	X	X			X		
California, San Diego	X		X				X
California Polytechnic	X					X	
California State, Dominguez Hills	X	X	X				
California State, Hayward	X	X					
California State, Northridge	X	X	X	X	X	X	X
California State, Stanislaus		X					

FIELDS OF SPECIALIZATION

	Immigration and Ethnic	State & Local	Family History	Historical Demography	Archival Management	Oral History	Quantitative Methods
California State, Los Angeles	X	X	X	X	X		
Carnegie-Mellon	X	X	X	X			X
Case Western Reserve			X		X		
Catholic	X						
Chesnut Hill	X						
Chicago	X						X
Christian Brothers		X					
Cincinnati	X	X	X	X	X	X	X
Clark	X		X				
Colorado, Boulder					X	X	
Columbia	X			X		X	X
Creighton		X			X		
Dayton		X					
Delaware	X	X					
Denver	X	X	X		X		
Duke						X	
East Texas State	X						
Eastern Illinois		X			X	X	
Eastern Washington State		X					
Edinboro State	X				X	X	X
Emory		X	X		X		X
Florida	X	X				X	X
Florida Atlantic	X	X	X			X	
Florida State		X			X		
Fordham	X						X
Georgetown						X	X
George Mason		X					
George Washington						X	
Georgia State		X			X		X
Gordon					X		
Harding						X	
Hartwick	X						
Harvard	X			X			X
Haverford		X					
Hawaii, Manoa	X	X				X	
Holy Cross	X		X	X			X
Howard						X	

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FIELDS OF SPECIALIZATION

	Immigration and Ethnic	State & Local	Family History	Historical Demography	Archival Management	Oral History	Quantitative Methods
Idaho		X					
Illinois, Chicago Circle	X	X	X	X			X
Illinois, Urbana-Champaign	X	X	X		X		X
Illinois State		X		X			X
Illinois State, Evansville			X				
Indiana State, Terre Haut	X	X				X	X
Indiana U.	X	X	X	X			
Indiana U.-Purdue U.		X					
Indiana U. of Pennsylvania		X	X			X	
Indiana Southeast		X					X
Iowa		X				X	X
Johns Hopkins	X		X				
Kansas	X	X	X	X	X	X	X
Kansas State			X				
Kent State	X	X					X
Kentucky	X	X					
Lafayette	X		X			X	X
Lehigh							
Lewis and Clark			X	X			
Louisiana State		X	X			X	X
Louisville			X			X	
Loyola Marymount		X					
Maine, Orono		X					
Marquette	X				X	X	X
Maryland	X	X				X	
Massachusetts	X						
Memphis State		X					X
Miami	X	X					X
Michigan		X	X	X	X		X
Michigan State		X	X	X	X		X
Minnesota	X		X	X	X	X	X
Mississippi		X					
Missouri, Columbia		X					X
Montana					X		
Nebraska	X	X			X		
New Hampshire			X	X			X
New Mexico		X			X	X	X
New Orleans		X					

FIELDS OF SPECIALIZATION

	Immigration and Ethnic	State & Local	Family History	Historical Demography	Archival Management	Oral History	Quantitative Methods
Suny College, Geneseo	X	X					
Suny, Binghamton	X		X				
Suny, Oswego	X	X				X	X
Suny, Stony Brook			X	X			X
North Carolina		X				X	
North Carolina, Charlotte		X				X	X
North Texas State					X	X	X
Northeastern	X		X	X			X
Northern Arizona		X					X
Northern Illinois	X						X
Northern Iowa		X					
Northwestern	X						
Notre Dame, Maryland	X						
Oakland		X					
Occidental	X	X					
Ohio State							X
Ohio U.		X					X
Ohio Wesleyan			X		X		X
Oklahoma State		X					
Old Dominion		X			X		X
Oregon State		X					
Pennsylvania	X	X	X	X			X
Pittsburgh	X	X		X		X	X
Portland State	X	X	X	X	X	X	
Princeton			X	X			X
Providence	X	X			X		X
Purdue		X	X				X
Regis	X		X				
Ripon	X						
Rochester	X	X	X	X			X
Roger Williams	X						
Russell Sage	X	X					
Rutgers	X	X	X	X		X	X
St. Lawrence	X						
St. Louis	X	X				X	
St. Thomas							X
San Diego		X			X		

FIELDS OF SPECIALIZATION

	Immigration and Ethnic	State & Local	Family History	Historical Demography	Archival Management	Oral History	Quantitative Methods
San Diego State		X		X			
Sangamon	X	X	X		X	X	
Scranton	X	X			X		X
Scripps	X						
Seton Hall	X	X				X	X
Simmons	X		X			X	
Smith			X		X		X
South Carolina		X	X		X		X
South Dakota		X		X		X	
South Florida		X				X	
Southern California	X	X	X		X	X	X
Southern Illinois		X				X	X
Southern Methodist	X	X	X			X	
Southern Mississippi		X					
Southwest Texas	X						
Stanford						X	X
Stephen F. Austin State		X				X	
Stockton State	X		X				X
Suffolk	X		X				
Sul Ross State		X					
Sweet Briar				X			
Syracuse		X					
Tampa		X					
Temple	X	X	X	X	X	X	X
Texas, Arlington	X	X			X		
Texas, Austin		X				X	
Texas, El Paso	X					X	
Texas A&M		X					
Texas Christian					X		
Texas Eastern		X					
Texas Tech	X	X			X		
Toledo	X						
Towson State	X	X				X	
Trenton State		X					
Trinity U.		X					
Tufts	X						X
Tulsa	X	X	X	X			X

FIELDS OF SPECIALIZATION

	Immigration and Ethnic	State & Local	Family History	Historical Demography	Archival Management	Oral History	Quantitative Methods
Union			X	X			
U.S. Air Force Academy	X					X	
Utah		X			X	X	X
Utah State	X	X	X		X	X	
Virginia Common-Wealth	X				X	X	
VPI		X			X		
Washington		X					
Washington State				X			
Washington U.	X						
Wayne State		X	X		X		
West Virginia		X					
Western Kentucky		X					
Western Michigan		X			X	X	
Whitworth		X					
William and Mary	X	X			X		
Winthrop		X					
Wisconsin, Eau Claire	X						
Wisconsin, Green Bay	X	X					
Wisconsin, Madison	X	X			X	X	X
Wisconsin, Milwaukee	X	X	X				
Wisconsin, Superior	X						
Xavier	X	X					
Yale	X		X	X			X
Youngstown State	X	X				X	

CANADIAN INSTITUTIONS

British Columbia			X	X			
Concordia	X		X	X			X
McGill	X						
Montreal				X			

Brigham Young University, in its efforts to promote the study of family and local history (including genealogy), sponsors the following additional support programs:

1. Annual Family History and Genealogical Research Seminar at Provo, Utah. This seminar is held the first full week in August each year (although, this year, 1980, our seminar was incorporated into the World Conference on Records). The instruction deals with North America, the British Isles, Scandinavia, Germanic/Slavic Europe, Blacks, and American Indians, in the context of family history as well as genealogy.

An outline of the annual seminar is now given.

Registration and Fees

a. Registration is by mail, although late-comers may register at the seminar the morning of the first day, if they want to attend all week and earn university credit, or each morning if they only want to attend one or two days. Late registrants cannot be guaranteed space in a particular course.

b. Fees. The registration fee for the 1979 seminar was $40 for the week, which included the cost of the syllabus. This is subject to change.

Housing and Meals

a. Lodging on campus is available for those who wish to live on campus for a reasonable charge.

b. On-Campus lodging includes breakfast and one other meal.

Courses of Instruction

a. Levels of learning. Instruction is on three levels: beginning, intermediate, and advanced.

b. Subject areas. The following geographical and ethnic areas are offered each year: North America, British Isles, Scandinavia, Germanic/Slavic Europe, Blacks, and American Indians. Each year one additional area will be offered which will differ from year to year. In 1981 the special area will be Jewish family history and genealogy. There is also an annual librarian and archivist course.

c. Courses. Each area involves a 15 hour course (3 hours per day for five days). Full-time participants will register for two courses.

d. Schedule. The seminar is always the first full week in August. Classroom time is from 8 A.M. to 11 A.M., and from 1 P.M. to 4 P.M., daily.

Lecturers

a. Brigham Young University faculty.

b. Ricks College faculty.

c. Genealogical Department personnel.

d. Annual Visiting Professor (see below).

Syllabus

A syllabus especially written for the seminar will be used in all of the courses except the librarians and archivist course, which will have its own syllabus.

Credits and Awards

a. Credits. Academic credit is available to those students who desire it. There is an extra fee, charged by the University, and each course represents 1 credit hour. A student will normally be able to earn 2 credit hours at each seminar.

b. Awards. Students who successfully

complete a course (one 3 hour 5 day block of instruction) will be awarded a certificate. The certificate will specify the particular course it represents, and full-time students will be able, if they desire, to earn two certificates at each seminar.

Additional Items

a. The annual summer term Visiting Professor of Family and Local History Studies will be a guest lecturer at these seminars.

b. A daily forum, 1 hour, will be held, at which guest lecturers, including the Visiting Professor, will speak on different topics relating to family history and genealogy.

c. Appropriate exhibits and displays will be prepared.

d. The attendance at the seminar is anticipated to be not less than 500 and not more than 2000.

For further details please write to:

Dr. V. Ben Bloxham Director,
Family and Local History Studies.
4500 HBLL
Brigham Young University
Provo, Utah 84602
Telephone: (801) 378-4386

2. Home Study Program. Most of the courses in family history and genealogy are also available to students through the Home Study Program (210 HRCB, BYU, Provo, Utah 84602).

3. In Search of Ancestors Tours. Every spring term (May-June) an independent studies program for students (young and old) who wish to conduct personal research in the British Isles is conducted by faculty members of Family and Local History Studies. For information regarding these tours please write to me at the above address.

4. Summer Term Special Family and Local History Workshop. During summer term (July-August) each year Family and Local History Studies sponsors a Visiting Professor for the purpose of conducting a special workshop in some aspect of family and local history (including genealogy). In 1981 our Visiting Professor will be Mr. Donald Steel, Education Officer for BBC, Bristol, England, who will instruct a special workshop on how to teach family history in the public schools.

[1]Alex Haley, Roots (Garden City: Doubleday, 1976).

[2]Kristen E. Carpenter, ed., Guide to Departments of History 1979-80 Washington, D.C.: American Historical Association, 1979).

[3]Walter Rundell, Jr., In Pursuit of American History, Research and Training in the United States (Norman: University of Oklahoma Press, 1970).